

IASA Self-Assessment Tool

Appendix B — Title I Part C Migrant Education Program

Authorizing Statute

Public Law 103-382 (*Improving America's Schools Act*)

Target Population

Eligible migrant students who are, or whose parents, spouse, or guardians are, migratory agricultural workers or migratory fishers and who have moved within the past 36 months from one LEA to another to obtain temporary or seasonal employment in an agricultural or fishing activity. The program serves three through 21 year olds who have not graduated from high school or do not hold a high school equivalency certificate.

Purpose

The purpose of the program is to ensure that migrant students have the opportunity to meet Arizona's Academic Standards. This program is a federally funded, state - administered program. The state provides the LEAs with funds to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other unique problems that result from repeated moves.

Program Description and Parameters

Local LEAs are funded on a formula base. The formula is based on student count, with weighted factors for proximity to services, LEP served, interrupted moves, Residents and Resident Participants, and Title I, Part A, served.

The state ensures that LEAs provide services to migrant students by:

- coordinating with other educational programs;
- coordinating with local health and social service programs;
- providing parents with the opportunity for involvement in the education of their children; and
- allowing home liaison/records clerk staff to attend local cluster meetings for the purpose of collaborating with other LEA staff.

IASA Self-Assessment Tool

The State Migrant Education Program services on a statewide level include the following:

- administering the statewide student tracking system;
- staffing a state migrant parent advisory council;
- providing training to LEA staff on identification and recruitment of migrant students;
- supporting the Portable Assisted Study Sequence program (PASS) by providing learning packets needed to meet high school graduation and credit accrual requirements;
- coordinating services to prepare migrant students to make the transition to post-secondary education or employment; and
- facilitating migrant student participation in enrichment activities that require state level coordination such as: Space Camp, Close Up, university leadership, etc.

Collaborating Programs

Title 1; Title 1 B (Even Start); Title IV (Safe and Drug-Free Schools and Communities), Title VII (Bilingual Education); Head Start; Clinica Adelante; Environmental Protection Agency; and the U.S. Departments of Agriculture, Labor, and Health Services.

Grant Period

LEA grants run from July 1 to the following June 30. LEAs that operate year-round or offer summer school can be extended to August 30. LEA carryover funds revert to the state for reallocation to schools that will implement a summer school or intersession program.

Eligible Sub-recipients

Public schools, including charter schools, private schools, and higher education institutions serving eligible migrant students.

IASA Self-Assessment Tool
Local Education Agency (LEA)
Education of Migrant Children
(IASA Title I, Part C)

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
1. The LEA assures that:				
a) funds received under this part will be used only:				
1) for programs and projects, including the acquisition of equipment, in accordance with the requirements for implementing the comprehensive plan;				
2) to coordinate programs and projects with similar programs and projects within the State and with other Federal programs that can benefit migratory children and their families;				
3) to conduct and document comparability efforts and submit report to ADE/ASD;				
4) to document maintenance of effort in compliance with Federal Education Regulations;				
5) to supplement, not supplant, other program funding; and				
6) to obtain documentation of migrant children served in private schools				
b) programs and projects will be carried out in a manner consistent with the objectives of schoolwide programs, targeted assistance programs, programs for children enrolled in private schools, and fiscal requirements;				
c) in the planning and operation of programs and projects at the LEA level, there is appropriate consultation with parent advisory councils for programs of one school year in duration;				
d) programs and projects are carried out, to the extent feasible, in a manner consistent with the parent involvement requirements of Title I Part A;				
e) in planning and implementation of migrant education programs, there was adequate provision for addressing the unmet educational needs of preschool migratory children;				

IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

	Yes	No	In Progress	Evidence
f) the effectiveness of programs and projects will be determined, where feasible, using the same approaches and standards that used to assess the performance of students, schools, and LEAs under Title I Part A; and				
g) to the extent feasible, programs and projects will provide for:				
1) advocacy and outreach activities for migratory children and their families, including informing or helping children and families gain access to other education, health, nutrition, and social services;				
2) professional development programs, including mentoring, for teachers and other program personnel;				
3) family literacy programs, including programs that use models developed under Even Start;				
4) the integration of information technology into educational and related programs; and				
5) programs to facilitate the transition of secondary school students to post secondary education or employment.				
6) enrollment of migrant students in need of graduation requirements or for credit accrual requirements in the Portable Assisted Study Sequence program (PASS);				
7) the validation and correctness of Certificate of Eligibility (COE); and				
8) the opportunity for migrant students to participate in summer school or intersession.				
h) If migrant children are being served in a schoolwide program:				
1) the LEA has documented all migrant student needs and there is documentation available showing those need have been met;				
2) the LEA has identified the needs and the resources to meet those needs; and				
3) the LEA has established collaboration for providing those needs in an agreement for services such as health, dental, and social services.				
2) The LEA gives priority for services to migratory children who are failing, or most at risk of failing, to meet Arizona's Academic Standards, as well as to those whose education has been interrupted during the regular school year.				

IASA Self-Assessment Tool

(Check responses agreed on by your self-assessment team.)

		Yes	No	In Progress	Evidence
3)	The LEA provides continuation of services to:				
	a) Any child who ceases to be a migratory child during a school term will be eligible for services until the end of the school year.				
	b) Any child who is no longer a migratory child will continue to receive services for one additional school year, but only if comparable services are not available through other programs.				
	c) Any secondary school migrant students who were eligible for services in secondary school will continue to be served through credit accrual programs until graduation.				
4)	The LEA identifies and addresses the special educational needs of migratory children in accordance with the requirements of the State's comprehensive plan.				
5)	The LEA has the flexibility to determine activities to be provided with funds for the education of migratory children except that:				
	a) before funds for migratory children are used to provide services, these funds shall be used to meet the identified needs of migratory children that:				
	1) result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in school; and				
	2) are not addressed by services provided under other programs, including programs under Title I Part A.				
	b) all migratory children who are eligible to receive services under Part A of Title I received these services prior to services provided by the migrant program or Part C of Title I.				
6)	The LEA serves migratory children simultaneously with students with similar educational needs and in the same educational settings where appropriate.				

IASA Self-Assessment Tool

PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON EDUCATION OF MIGRANT CHILDREN

1. Assistance is needed for the following components:
(List or specify that no assistance is needed.)

2. The contact person to arrange the assistance is:

(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development
- ☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other

- (Please specify)